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ABSTRACT

This publication presents the strategic plan for Oklahoma vocational-technical education that was designed to be used as a framework for developing functional plans at the state and district levels. It begins with a list of the nine strategic goals that have been developed as the starting point in systemwide strategic planning. The nine goals are built around the following concepts: quality enhancement, career development, work force literacy, accessibility, at-risk populations, economic development, articulation of programs, public image and awareness, and system renewal and revitalization. An overview of the status of the Oklahoma vocational-technical education system considers the delivery system, persons served, programs, and resources. The next section describes factors and forces affecting vocational-technical education, including demographics, economy, education, work force, and technology. Implications for vocational-technical education are then suggested. One-half of the publication is devoted to individual consideration of each of the nine strategic goals. The importance of each goal is addressed, and objectives, by means of which the Oklahoma vocational-technical education system will meet the goals, are outlined. (YLB)

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A Vision of Excellence: Strategic Plan for Oklahoma Vo-Tech

U.S. DEPARTMENT OF EDUCATION

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The Challenge of Change

From the Director

The Oklahoma vo-tech system is committed to delivering quality vocational education that will assure a well-prepared work force. Our emphasis on quality has resulted in the expansion of programs and services offered and tremendous increases in enrollment over the past five years.

Today, however, the vo-tech system is faced with enormous challenges from the changing economic and demographic structure of the state. The Oklahoma economy is undergoing major restructuring due to a range of factors: an expanding global economy, rapid technological change, a movement toward greater diversity in the economic base, and a restructuring of business organizations. In addition, the state is facing many demographic changes. The Oklahoma work force is becoming older, with fewer young workers available to meet future job demands; our cultural diversity is shifting and will continue to shift; and those in the work force lack many of the skills needed to respond to the challenges of economic and technological change.

To address these many concerns, the Oklahoma Department of Vocational and Technical Education reinitiated a process of strategic planning that involves numerous stakeholders across the state. Our purpose is to determine key initiatives for the vo-tech system in a proactive and positive manner. The major goals and objectives presented in this document are the collective result of a myriad of planning activities.

Achieving this plan will take more than superficial actions. It will require a broad commitment to quality and a reconceptualization of how our vocational-technical education system must work in concert with other state education entities.

Tremendous opportunities for enhancing individual and economic growth of the state lie before us as we enter the decade of the '90s. Our challenge is to respond to change by focusing on a vision of excellence. Our expectation is that each of you will demonstrate leadership by becoming an active member of the vo-tech team to make this vision a reality.

Sincerely,

Roy Peters, Jr.
State Director

Oklahoma Vocational-Technical Education System Strategic Plan

Executive Summary

In 1987, the Oklahoma Department of Vocational and Technical Education initiated a process of strategic planning that resulted in the publication of *Preparing for the Future: Strategic Plan for Vocational and Technical Education in Oklahoma*. The document outlined three- to five-year strategic goals, objectives, and strategies for the system.

In 1989, formal steps were taken to update the strategic plan for Oklahoma vocational-technical education. Many individuals across the state were involved in planning-related activities, including evaluating progress toward the 1987 strategic plan, analyzing trends affecting vocational education, conducting a needs assessment involving all vocational educators in the state, and receiving valuable input from committee members.

These activities resulted in the development of nine strategic goals. In the 1990s, the Oklahoma vocational-technical education system will:

- Enhance the quality of vocational-technical education programs and services by providing appropriate state-of-the-art delivery systems.
- Provide a comprehensive statewide system of career development programs, services, and activities to assist youth and adults in making informed career choices.
- Assist in preparing a world-class work force by incorporating into the vocational curriculum the skills needed for success in the workplace and for successful living.

- Provide vocational-technical education programs and services in an environment that will accommodate all students who may benefit from skill development and successful living skills.

- Implement programs, services, and activities that identify and help at-risk persons to succeed in vocational-technical education programs.

- Enhance the economic growth and development of the state by providing training and services to individuals, business, industry, labor, and government.

- Promote the articulation of programs within schools and between and among programs in other schools to enhance educational bridging and to minimize the unnecessary duplication of educational experiences.

- Enhance public awareness and knowledge of the benefits, services, and opportunities provided by vocational-technical education.

- Conduct activities to enhance system-wide growth and revitalization.

Strategic goals and objectives are the starting point in system-wide strategic planning. Functional plans developed at the state and district levels will address strategies for implementation. The strategic plan is designed to be used as a framework for developing the functional plans.

Status of the Oklahoma Vocational-Technical Education System

The Delivery System

The vocational-technical education system in Oklahoma serves students from junior high through adult in many settings.

Comprehensive schools provide vocational education programs, services, and activities to secondary and adult students in 495 sites that include middle schools, junior high schools, and high schools.

The Oklahoma network of *area vo-tech schools* includes 28 area school districts operating at 48 different campuses across the state. The geographic locations of these campuses provide access to vocational programs, services, and activities for most Oklahomans.

Skills centers serve the needs of adult Oklahomans in a variety of locations. The W. P. "Bill" Willis Skills Center at Tahlequah and the Spiro Skills Center train unemployed persons and provide upgrade training for those persons needing enhanced vocational skills. A third skills center at Tinker Air Force Base in Oklahoma City offers upgrade training for Tinker's civilian work force. Vocational programs are offered to inmates incarcerated in the Oklahoma prison system at 12 skills centers located on prison grounds.

Vocational education programs are provided for disadvantaged or handicapped youth at the *Oklahoma School for the Blind* at Muskogee, the *Oklahoma School for the Deaf* at Sulphur, and the *L. E. Rader Intensive Treatment Center* in Sand Springs.

On-site training also is provided for businesses, industries, and labor.

Table 1: Enrollment Growth

1984	1985	1986	1987	1988	1989	1990
168,700	191,278	240,733	301,244	329,558	352,600	383,667*

*Based on preliminary data as of September 4, 1990.

Persons Served

The Oklahoma vocational-technical education system serves middle school, junior high, high school, and adult students, including many special populations. Trends reveal that adult student enrollment rose sharply during the last decade, while secondary student enrollment remained fairly stable.

Table 1 (on page 4) shows overall enrollment growth from fiscal years 1984 through 1990.

Table 2 gives a categorical breakdown of adults served in FY 1990.

Table 2
Adults Served by
Vocational-Technical Education - FY 1990

Adult Training and Development	223,110
Industry Training and Development	36,121
Part-Time Adult Training	17,597
Displaced Homemakers/Single Parents	5,638
Tinker Air Force Base	1,138
Careers Unlimited (High Wage Training)	564
Skills Centers	276
Inmate Training Centers	2,067
Full-Time Adult	12,760
Dislocated Workers	545
Clerks & Treasurers	1,195
Total Adults Served	301,011

Programs

Secondary and full-time adult vocational education programs are offered in seven major occupational training areas:

Agricultural Education
Vocational Business Education
Health Occupations Education
Home Economics Education
Marketing Education
Technology Education
Trade and Industrial Education

About 95,400 students were enrolled in full-time programs in FY 1990. Of those, nearly 82,650 were secondary students. Figures 1 and 2 show the percentages of enrollment by occupational division in comprehensive schools and area vo-tech schools respectively.

Figure 2
Enrollment by Occupational Division in Area Vo-Tech Schools

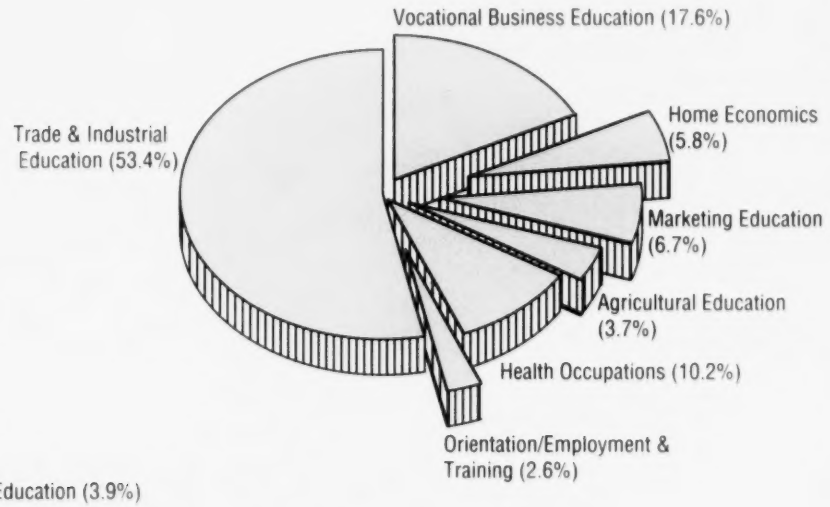
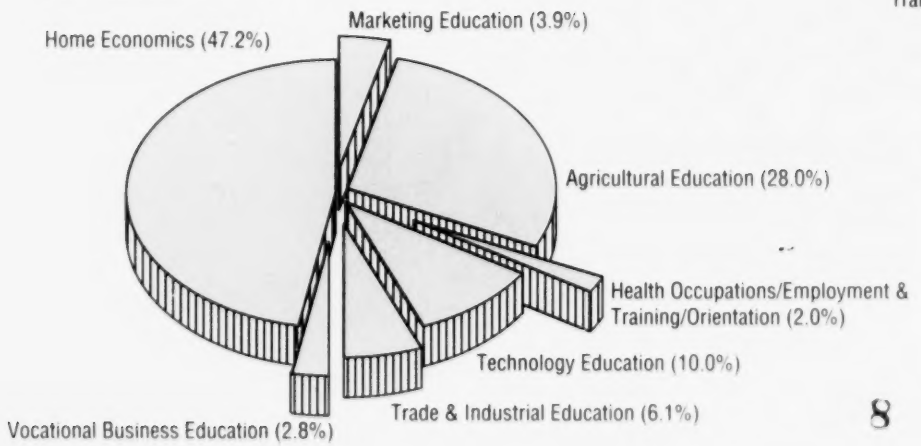


Figure 1
Enrollment by Occupational Division in Comprehensive Schools



Resources

Funding

Adequate funding for vocational-technical education is required to ensure quality performance. As shown in Figure 3, the Oklahoma Department of Vocational and Technical Education in FY 1990 received 75.7 percent of its budget from state funds, 19.7 percent from federal funds, and 4.6 percent from revolving funds. Figure 4 provides a budget breakdown for FY 1990.

Equipment and Facilities

State and federal funds have allowed schools in the state to obtain equipment for training in the latest technologies occurring in the workplace. In FY 1989, more than $2 million in state and federal funds was spent to acquire equipment to improve Oklahoma vocational education programs. This state-of-the-art equipment allows our clients to move from training to employment with minimal transition time. Federal, state, and local capital outlay funds are used to renovate, modify, and construct new facilities.

Figure 4
Oklahoma Department of Vo-Tech
Budget - FY 1990

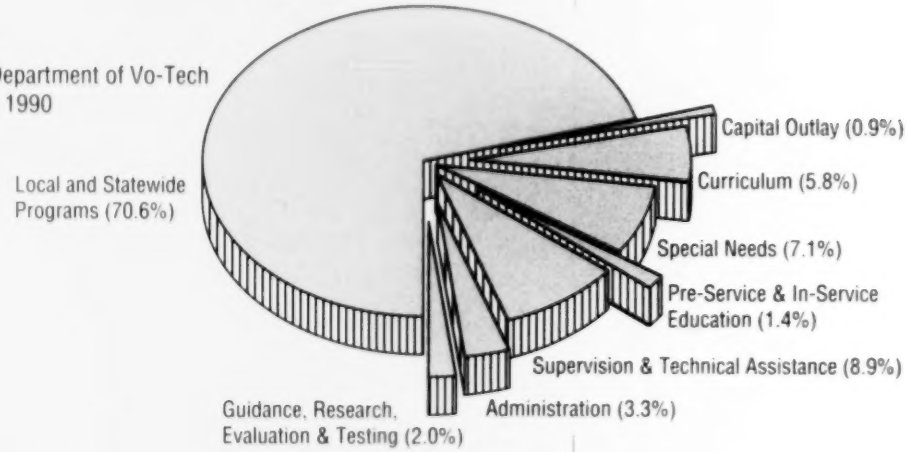
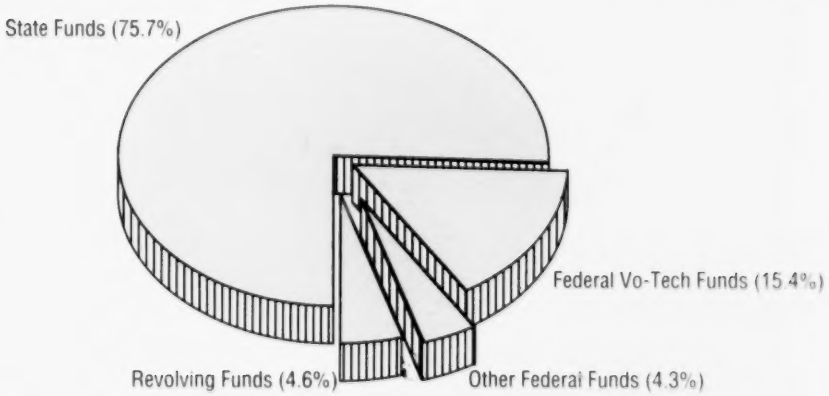


Figure 3
Oklahoma Department of Vo-Tech
Sources of Income - FY 1990



Factors and Forces Affecting Oklahoma Vocational-Technical Education

Figure 5 Oklahoma Population Growth by Age, 1980-2010

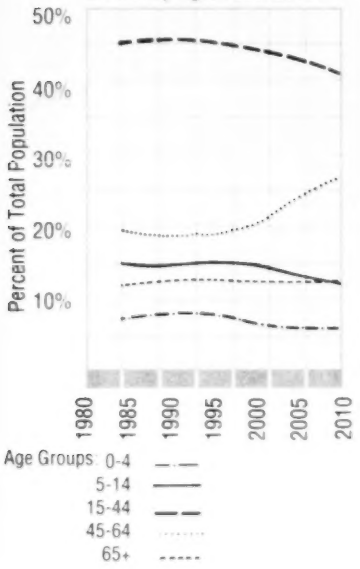
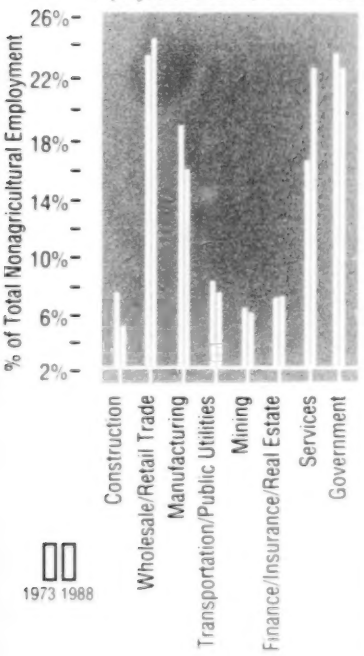


Figure 6 Oklahoma's Changing Employment Profile, 1973 - 1988



Demographics

Oklahoma's population is experiencing slow growth but is expected to increase during the next 20 years. The primary pockets of population growth are in suburban areas surrounding major cities. Like many other states, Oklahoma is facing an aging population shift. The state will mirror the national trend of increasing numbers of minorities, especially children.

The Economy

Nationally, the economic expansion of the past seven years is maturing and slowing. In Oklahoma, the downward slide of the economy appears to have leveled off. A large-scale economic rebound is not anticipated due to the national economic slowdown. Indicators of Oklahoma's economy from the past three to five years reveal trends opposite those shown by national economic indicators during the same period. The discrepancy between Oklahoma and nationwide economic indicators appears to be diminishing as the Oklahoma economy strengthens and the national economy weakens.

Emphasis continues to shift from an industrial to an information-based society. The majority of new jobs will be in small businesses. Most of the job growth experienced in Oklahoma is in the service sector. Jobs, in general, are requiring individuals to attain somewhat higher levels of technical skills as well as the ability to read, write, communicate, solve problems, and think critically.

Education

The schools of the future will enroll increasing numbers of students who risk school failure because of academic or economic disadvantages or physical handicaps. While the number of at-risk students is increasing, many local school districts in Oklahoma have raised graduation requirements.

Both federal and state legislation are calling for major reforms and increased accountability from the schools. Recent state educational reforms include higher accreditation standards, curriculum revisions, standardized and graduation testing, early childhood education programs, class size reduction, and school restructuring.

The Work Force

The composition of the work force is changing dramatically. Because there are fewer young people to fill entry-level jobs, new workers entering the labor force include increased numbers of women, minorities, and immigrants. Child care, maternity leave, and English as a second language are becoming critical issues.

The socioeconomic gap is widening between those who have a college degree or are trained in a skill and those who have a high school diploma or less. The discrepancy between the two groups is evident in the availability of jobs and earnings. Traditional low-skill jobs are either disappearing or requiring individuals to obtain more sophisticated skills.

While overall growth in the labor market will be slow, the numbers of contingent workers and those employed on a temporary, part-time, or subcontracted basis will increase at a much faster rate. Fewer new workers have the basic academic and job skills necessary for employment. This places a financial burden on small companies that cannot afford to train new employees. However, these small companies will account for the most growth in the economy.

Technology

Information technology, biotechnology, and the development of new synthetic materials will dominate the last decade of the 20th century. Computers will not only facilitate information processing, they will be more completely integrated into daily home life and diverse areas such as manufacturing, medicine, government, and business.

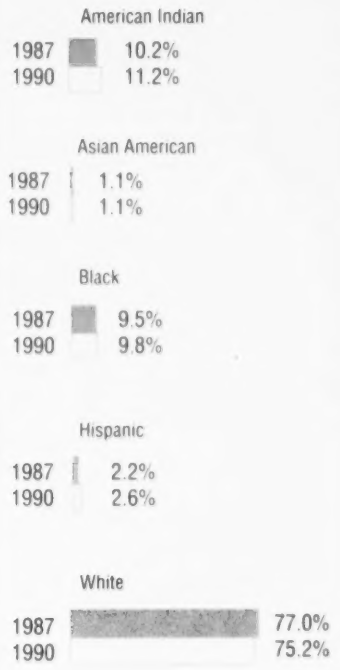
Implications for Oklahoma Vocational-Technical Education

The trends described in this section suggest the following implications for vocational-technical education in Oklahoma:

- Fewer secondary students will be available for participation in vocational education programs.
- More adults, especially women, will seek vocational education and training.
- More students who are at-risk, single parents, female heads-of-households, minorities, and/or immigrants will enroll in vocational education.
- More students in urban and suburban areas will be available to recruit into vocational education.
- Economic development will remain a major purpose of vocational education programs, services, and activities.
- Vocational-technical education programs and services will play a greater role in assisting and supporting small business owners and entrepreneurs.
- Vocational-technical education must continue to add or redirect programs to meet the demand for information-based, technological, or service-related occupations.
- Basic academic skills must be integrated into and reinforced through the vocational education curricula.
- Vocational-technical education must remain accountable and continue to actively pursue educational improvements.
- Vocational-technical education must provide opportunities for career exploration, which will help students make career decisions at an earlier age.

Figure 7

Oklahoma's Changing School Population



Total 1987 Ethnic Enrollment (K-12)
133,323

Total 1990 Ethnic Enrollment (K-12)
144,225

Total 1990 Student Enrollment (K-12)
582,437

Sources:

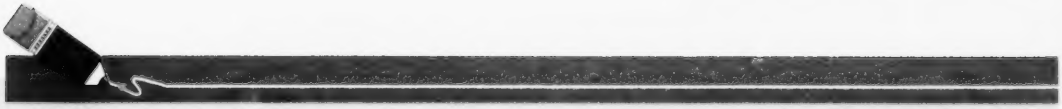
(Figure 5)
Population Projections for Oklahoma and Its Counties by Age and Sex, and for Its Cities,1980-2010
Oklahoma Department of Commerce

(Figure 6)
Oklahoma Handbook of Employment Statistics
Oklahoma Employment Security Commission

(Figure 7)
Accreditation Enrollments
Oklahoma State Department of Education

Mission Statement

Our mission is to provide quality, state-of-the-art, flexible, and responsive programs, services, and activities that benefit Oklahomans and the state economy.



Strategic Goals and Objectives for the Oklahoma Vocational-Technical Education System

Quality Vocational-Technical Education

The Oklahoma vocational-technical education system will enhance the quality of vocational-technical education programs and services by providing appropriate state-of-the-art delivery systems.

Achieving excellence in vocational-technical education requires a continual focus on quality and accountability. Effective vocational-technical education includes delivering instruction that uses up-to-date technologies provided in an appropriate environment. Students must be taught to use modern equipment in conditions that closely approximate the job setting. Instructors must be technologically current in their fields and knowledgeable about effective teaching methods.

Vocational educators and employers must become more closely linked and accountable to one another. Program standards and performance indicators should be used continually to evaluate the effectiveness of vocational programs, services, and activities. The curriculum must prepare students for the world of work by reflecting current industry standards. Student competency levels should be communicated to employers through an occupational certification process.

The Oklahoma vocational-technical education system will meet the quality enhancement goal by addressing these objectives:

- Design and deliver instructional programs that employ current technologies in the appropriate environment to maximize individual learning.
- Develop instructional materials consistent with current industry standards that meet individual student learning styles.
- Develop and implement an occupational certification process for all vocational-technical education programs that validates and documents student competency levels.
- Develop and implement a system of clearly stated standards and performance indicators to assess the quality of vocational-technical education programs, services, and activities.
- Develop an incentive system to reward quality performance among vocational-technical education providers.
- Provide the state support and leadership necessary for quality improvement.
- Establish appropriate partnerships between business and industry and vocational-technical education.
- Improve the use of local advisory committees.
- Increase the use of statewide advisory committees.
- Develop a plan to generate additional resources and to redirect existing resources for vocational-technical education programs, services, and activities.

Career Development

The Oklahoma vocational-technical education system will provide a comprehensive statewide system of career development programs, services, and activities to assist youth and adults in making informed career choices.

A continuum of career guidance and counseling services must be provided to help individuals make informed educational choices, plan for realistic career pursuits, and engage in lifelong learning. We must provide comprehensive career awareness, exploration, and development activities appropriate for each grade level. This will include integrating practical applications of career information so students may experience the relevance of the curricula to careers and the world around them.

The average adult is now expected to change careers six to seven times during a lifetime. Guidance and counseling services must be available for adult students experiencing career transitions. Appropriate public and private entities, such as JTPA and community-based organizations, should be involved in planning and coordinating the delivery of these services.

The Oklahoma vocational-technical education system will meet the career development goal by addressing these objectives:

- Provide career awareness, exploration, and development activities for students from kindergarten through adult.
- Provide quality individual and group career guidance to help students make informed decisions about occupational and educational futures, personal adjustment, and educational progress.
- Assist comprehensive school teachers in applying academic content to specific occupations and the world of work.

- Expand the number and scope of career exploration programs at the middle/junior high level.
- Provide comprehensive assessment and counseling services for each student prior to enrollment in a vocational-technical education program.
- Assist each student in developing an individualized career plan prior to entering the ninth grade.
- Improve the career information system by offering current and comprehensive occupational and educational information.
- Provide employability skills needed to obtain, retain, and upgrade employment.
- Implement a system to help students pursue further education or obtain direct job placement.
- Cooperate with teacher education institutions to provide preservice and in-service education that will help school counselors understand and apply a full range of career development services.
- Develop recommendations to the Professional Standards Board that address vocational and career counselor certification requirements.
- Implement a staff development program in career counseling for vocational educators with a counseling role.

Work Force Literacy

The Oklahoma vocational-technical education system will assist in preparing a world-class work force by incorporating into the vocational curriculum the skills needed for success in the workplace and for successful living.

Students need three primary types of skills to be equipped for the world of work: basic academic skills to effectively communicate and compute, job-specific skills to prepare them for performance in a specific occupation, and employability skills to attain and keep jobs.

Changing technological and economic realities are placing even greater demands on today's employees. Firms are becoming more decentralized and participative in decision making. Employees are expected to possess a broader understanding of the total organization and be able to analyze, think critically, and solve problems. To be effective in their jobs, employees must demonstrate good interpersonal and leadership skills.

Vocational-technical education is in an opportune and obligatory position to respond to these needs. The curriculum must be broadened to incorporate these increasingly important areas of employee effectiveness. Most importantly, vocational teachers must have the training, technical support, and resources they need to teach these skills.

The Oklahoma vocational-technical education system will meet the work force literacy goal by addressing these objectives:

- Increase opportunities for students to receive basic skill enhancement prior to and during occupationally specific training.
- Improve the integration of academic competencies into vocational instruction.
- Provide development of affective skills that include goal-setting, interpersonal relationships, teamwork, negotiation, leadership, and enhanced self-esteem.
- Enhance student development of higher-order thinking skills, such as problem solving, creative thinking, and evaluating.
- Provide leadership in implementing applied academic courses.
- Cooperate with teacher education institutions to provide preservice and in-service education that will assist vocational-technical educators in integrating basic academic skills into the curricula and in using appropriate methods of teaching the skills.

Accessibility

The Oklahoma vocational-technical education system will provide vocational-technical education programs and services in an environment that will accommodate all students who may benefit from skill development and successful living skills.

Access to vocational-technical education is not just an important educational, ethical, and economic consideration. It is mandated by federal and state law. The general "access" theme involves a broad range of issues, including removing barriers for traditionally unserved and underserved populations, and providing the instructional quality and support to ensure success for those enrolled in vocational-technical education.

The Oklahoma vocational-technical education system will meet the accessibility goal by addressing these objectives:

- Determine ways to attract students who can benefit from vocational-technical education.
- Provide vocational-technical education programs and services to all currently unserved locations and populations within the state.
- Increase vocational enrollment for underserved populations in the state.
- Assist comprehensive schools in removing barriers to participation in vocational education.
- Assist comprehensive school districts in implementing more vocational curricular offerings.
- Implement appropriate distance learning initiatives.

At-Risk Populations

The Oklahoma vocational-technical education system will implement programs, services, and activities that identify and help at-risk persons to succeed in vocational-technical education programs.

Social and demographic trends indicate that schools in the 1990s will serve an increasingly diverse student population. Many students, including both youth and adults, are at risk of failing in school or in life due to economic, academic, social, personal, or health-related problems.

Educational systems must recognize student differences and develop programs, services, and activities to meet individual needs. Current research shows that this is effectively accomplished through cooperative efforts among state and local educational, health, and social service agencies.

While many accomplishments were made in serving special populations through vocational-technical education during the 1980s, recent federal and state legislation has committed additional resources to address unmet student needs.

The Oklahoma vocational-technical education system will meet the at-risk populations goal by addressing these objectives:

- Coordinate with the State Department of Education and other interested public and private entities to develop and implement programs, services, and activities designed to help at-risk students complete high school.
- Conduct programs designed to assist high school dropouts in becoming productive work force participants.
- Improve the quality of instructional support and services needed to help disadvantaged and handicapped persons succeed in vocational-technical education.
- Increase access to vocational-technical education for displaced homemakers, single parents, pregnant teens, and dislocated workers.
- Coordinate with public and private agencies to provide vocational-technical education to recipients of public assistance.
- Increase the number and quality of vocational programs and services provided for incarcerated populations.

Economic Development

The Oklahoma vocational-technical education system will enhance the economic growth and development of the state by providing training and service to individuals, business, industry, labor, and government.

The state's and the nation's businesses and industries are demanding workers with new and higher levels of skills. Demographic, social, and technological changes make education and training a key to a competitive economy. Vocational-technical education, in particular, has the ability to improve that economic competitiveness.

Oklahoma needs a work force that is prepared for work and views learning as a lifelong process. Vocational-technical education is equipped to train new workers, retrain unemployed workers, and upgrade employed workers in skills demanded by the labor market.

The Oklahoma vocational-technical education system will meet the economic development goal by addressing these objectives:

- Identify needs of businesses and industries and develop strategies to meet those needs.
- Expand the scope and nature of services offered to meet the technological and market changes occurring in Oklahoma.
- Develop and implement strategies to reduce the response time in meeting the needs of those we serve.
- Implement new programs and redirect existing programs that will increase local per capita income.
- Coordinate with other service providers to deliver an appropriate balance of programs and services within a geographic area.
- Assist new and expanding industries in improving the use of human, technical, and financial resources.
- Design and implement model projects that address current, innovative technologies and processes to enhance workplace productivity.
- Provide training and services to Oklahoma businesses and industries through enhanced market research; government, private sector, and international bid opportunities; technical information; and quality assurance.
- Expand technology transfer training and services.
- Provide entrepreneurship and self-employment training and services to facilitate the creation of new businesses in Oklahoma.
- Develop and implement strategies to help rural communities establish and maintain economic vitality.
- Develop strategies to identify international business and training opportunities for area schools and Oklahoma businesses.
- Assist in reducing the number of subsistance recipients and unemployed people by providing these individuals the education and training needed to obtain gainful employment.

Articulation

The Oklahoma vocational-technical education system will promote the articulation of programs within schools and between and among programs in other schools to enhance educational bridging and to minimize the unnecessary duplication of educational experiences.

Lifelong learning is critical for the continued growth and development of individuals and the work force. To encourage and enhance education as a lifelong process, there must be a smooth transition from one educational level or institution to another.

The purpose of educational articulation is to provide students with a coordinated and sequential progression of studies without unnecessary duplication of educational experiences.

Articulation should exist at all levels: from prevocational programs to vocational programs; from academic to vocational programs; from comprehensive school settings to area vocational-technical schools; from one vocational program to another vocational program within the same institution; from secondary to postsecondary vocational education programs; and from vocational-technical education to institutions of higher education.

The Oklahoma vocational-technical education system will meet the articulation goal by addressing these objectives:

- Develop and implement strategies to articulate training from one vocational program to a related program within the same school.
- Develop strategies to facilitate articulation between area schools and their feeder high schools.
- Improve the standardization of program curricula, including scope and sequence, to ease the transfer of students from a program in one school to a similar program in another school.
- Develop and implement a plan to articulate vocational-technical education programs with higher education programs.
- Increase the number of cooperative enrollment agreements between area vocational-technical schools and collegiate institutions.

Public Image and Awareness

The Oklahoma vocational-technical education system will enhance public awareness and knowledge of the benefits, services, and opportunities provided by vocational-technical education.

The mission and purposes of vocational-technical education in Oklahoma are, perhaps, not well understood. It is vitally important to address any misunderstandings that cloud the image of vocational education among policy-makers, parents, students, employers, and the general public. These groups should be given information about how vocational-technical education enhances personal success, prepares students for postsecondary education, and helps provide a well-equipped and flexible work force.

The Oklahoma vocational-technical education system will meet the public image and awareness goal by addressing these objectives:

- Determine Oklahomans' attitude toward and awareness of vocational-technical education.
- Enhance the statewide campaign to increase public awareness of vocational programs, services, and activities through a multimedia approach.
- Improve the flow of timely information about vocational education to Oklahoma stakeholders.
- Enhance the position of vocational-technical education with the economic development community.
- Encourage vocational teachers and participants to communicate to others the quality of vocational-technical education.
- Implement a program that recognizes area vocational-technical school districts that meet objective criteria demonstrating a level of excellence.
- Develop and implement strategies that recognize vocational programs that meet objective criteria demonstrating a level of excellence.
- Develop and implement a program that recognizes vocational students who meet objective criteria demonstrating a level of excellence.
- Encourage the development of public relations consortiums for regional advertising and promotion.
- Provide leadership to clarify the relationship between vocational programs and related student organizations.

System Renewal and Revitalization

The Oklahoma vocational-technical education system will conduct activities to enhance system-wide growth and revitalization.

An effective planning process requires ongoing feedback. Vocational-technical education must evaluate continually the internal and external environments to assure responsiveness in meeting the needs of Oklahoma's work force and economy.

The process of renewal and revitalization requires analyzing the appropriateness of system structure and function in responding to changing demands. Relative to the strategic goals, this process should include assessing the current position of the system, evaluating the preparation of human resources, and determining priorities for action.

The Oklahoma vocational-technical education system will meet the system renewal and revitalization goal by addressing these objectives:

- Provide continual professional development opportunities for Oklahoma vocational educators.
- Conduct organizational review activities to achieve common direction within agencies and institutions and to enhance morale, communication, cooperation, and professional growth among employees.
- Provide curriculum and instructional materials development and revisions to reflect changing occupational and educational demands.
- Examine the effectiveness of vocational-technical education through formal research and evaluation techniques and the continual monitoring of performance.
- Continue the strategic planning process to facilitate systemic policy development and decision making.
- Conduct innovative research and development activities to improve the efficiency and effectiveness of the vocational-technical delivery system.

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